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THE ELEMENTARY SCHOOL TEACHER

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THE UNIVERSITY ELEMENTARY SCHOOL

INTRODUCTION

The University Elementary School, with the University High School, is the laboratory of the School of Education. Here educational theories are tested, and educational problems are developed. Consequently the organization of the school must be such as to give to its pupils the greatest opportunity for a healthy, normal growth.

In order that the children may work as individuals, rather than as a mass, the school is divided into comparatively small groups. Usually there are sixteen pupils working together. The small group tends to develop power of initiative, thoughtfulness, and intelligent co-operation with others, instead of blind obedience. It is believed that only by a social organization of the work of the school can a social spirit be developed.

The curriculum is planned to direct the creative activities of the children, and therefore a large place is given to the social occupations, work in the most fundamental of the handicrafts. These occupations give experience, as well as knowledge, and cultivate an active attitude toward learning in place of the passive attitude characteristic of schools conducted according to older theories of education. There are well-equipped workshops for woodwork, clay-modeling, textiles, cooking, metal-work, printing, and bookbinding. A large school garden furnishes an out-of-door workshop of great importance. The ordinary schoolrooms have desks that are not fastened to the floor, and they are regarded as workshops as well as study-rooms.

If the handwork of this school were given without relation to nature-study, geography, history, and literature, it would lose much of its significance, but these older subjects of the curriculum are considered as not less important in this school than they have been in the past. It is not handwork in itself that is of value, but handwork which is done with an intelligent understanding of its scientific and social background. The problems which arise in work at school and at home, everywhere in the daily life, should drive the children to books for their solution. Study based upon experience is done with the desire for knowledge in order that it may be used. This motive is productive of better results, even in the gaining of knowledge, than the motive of learning lessons set by the teachers, and it trains the children to habits of independent and vigorous thinking.

It is the aim of this school to develop such skill in reading, writing, and other forms of technic, as is needed for the purpose of expression of thought. If every advantage is taken of the needs of the children for the use of these various forms, they usually acquire the necessary skill. However, wherever skill fails to keep pace with thought, this is taken as an indication that drill must be given upon the mechanical processes.

Since play is of as great importance as work in the child's life, play is so directed as to give it its full value. Care of the physical well-being of the children is made the first consideration.

The school endeavors to secure right conduct from the pupils through such an organization of work and recreation as cultivates habits of thoughtfulness and industry. Its tests of success are to be found not in mere knowledge, important as this is, but in the intelligent application of knowledge, and in the ability to use it for social ends.

HISTORY

History regarded as the study of social life begins with the first school year. Its purpose is to deepen the child's consciousness of the meaning of his own activities and relations, rather than to give him a fund of information about the past. With this motive in view, the material selected for each year's work is closely related to present experience, and the problems of the past are presented as far as possible in such a manner as to make them vital questions of the present. Gradually the children should be led to appreciate their place in a wider and wider circle of social relations.

While children in the lower grades are in contact with the complex forms of modern society, they are able to appreciate very little of what they see. Their own activities are of the simplest kind, and it is only the beginnings of industrial and economic processes that they can understand. For this reason the early history work centers around the evolution of the most fundamental processes, those of obtaining food, clothing, and shelter in primitive ways. In such history lessons there is a constant interplay of the child's activities and the activities of the past. He interprets the past in terms of his own experience, and he learns the meaning of his own experience by seeing it in its relations to the experiences of others.

The early settlements of our own country furnish material which in complexity is a step in advance of primitive industrial history, and which is in many ways well adapted to the needs of the middle grades. The biographies of the pioneers satisfy the love of adventure strong in this period. The story of their struggles with their environment organizes for the children the relations of geography and history. The habit of tracing the causes which underlie the movements of events is the one of most importance to cultivate. Here, as in the earlier work, the emphasis is upon the quality of thinking rather than upon the quantity of information.

The evolution of American history from the time of the earliest pioneers illustrates the steps in the development of modern conditions in social and political life. This story is suitable in its simplest forms for the upper classes of the elementary school and should be completed in the high school.

While the core of our course of study in history is found, as outlined here, in the story of our own country, it is intended that this story shall be placed in its proper perspective. The horizon of the children is widened by studies of European history which give background to subjects from American history. Tney thus have an opportunity to see that our nation is but carrying on the development of ideas and ideals which had their beginnings with other nations, and that our welfare and enjoyment are the result of what other people have wrought out for us by patient and heroic effort. Fairness in judgment and freedom from prejudice should be the results of this work.

In the social occupations of the school, the children come into contact with the materials and forces of nature, and many problems arise in regard to the ways in which these have been utilized in the past. The plan in history takes this fact into account and is in close relation to the occupations. Many problems which have been suggested in the workshop are solved in the history lessons. In this way the evolution of the industrial arts is made a part of the subject-matter of the course and the interest in construction is added to that in history. Often ideas that are developed in history are carried out in constructive ways, and the children are helped to form the habit of putting thought into action. The history course gives a social background with its larger significance to the handwork of the children, and it gains for itself the advantage of application to the immediate problems of life.

The aims of this course in history are primarily the cultivation of an appreciation of social life and the ability to meet social responsibilities.

GEOGRAPHY

The aim of the work in geography is to aid the student in gaining power to interpret his physical and social environment. The ability to understand his surroundings is obtained through a study of the physical forces which have shaped and are shaping the earth's surface and are determining its life; and through an appreciation of man's response to his physical and social surroundings. Opportunity is given even to the young children to observe the results of the work of the great forces of nature, and, when possible, to see these forces in action. This is done through field-trips to the country within a radius of thirty miles of the school. The work of waves, wind, rivers, and glaciers is well illustrated within the above limits.

Through gardening and visits to farms a touch of the fundamental industry of agriculture is gained; and through visits to the manufacturing centers an appreciation of man's control and use of natural materials and physical forces is obtained. The knowledge gained in the study of the building of this city becomes the basis for the understanding of all urban populations; the imported materials, both natural and manufactured, and the foreign peoples, if traced to their origin, lead to all the countries of the world.

The proper study of foreign peoples in relation to their physical and social environment develops a sympathetic appreciation of their relative position in the world's families of nations. It also affords an opportunity to see our own people from the view-point of the foreigner, thus broadening our horizon, placing our virtues in a rational perspective, and giving a consciousness of our faults, which is the first step toward correction and improvement.

The germ of interest in processes is nurtured from the beginning by simple experiments and explanations. This interest grows until in the fourth and fifth grades its satisfaction leads to the study of many of the simple phases of physiographic processes that are more fully developed by the older children.

During the elementary-school period the children are alive to all knowledge, regardless of utilitarian values which for the most part dominate the adult. This is the time to bring them into contact, as far as possible, with the various phases of the earth and the heavens.

In the early grades, from the first to the fourth, when interest in causal relations does not carry the pupils far from simple picturing of conditions, the children gain fundamental geographic imagery of type regions through a study of primitive peoples living in regions of extreme geographic control, as the Eskimo or Chukches of the Arctic regions, a Brazilian Indian tribe in the tropics, the Arabs in the desert, the Norwegians in the mountains, and the Indians of the plains. Through stories of travel the earth is circumnavigated, resulting in the discovery of the continents and seas.

The ideas gained in the earlier grades are organized and expanded above the fourth grade by the study of continental land-masses, islands, and seas. North America is studied as a type, in its aspects of human control and simple physiographic expressions; South America, as a tropical continent; Eurasia, as the home of civilization; Africa, as the continent of present colonization; Australia and New Zealand, as seats of important civic experiments.

The fundamental geographic principles and to a great extent the type-imagery are repeated in the study of each continent, thus giving the desired review of important ideas related to new situations.

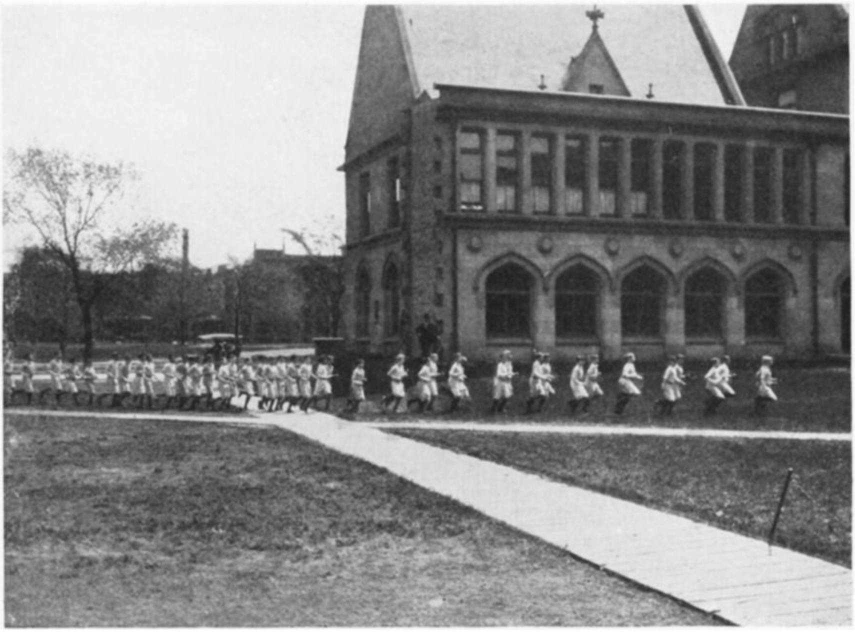
Current events are always a source of vital interest and lead to a survey of various parts of the earth. They also furnish a needed review of the world, for memory retains in strong definition little that is not in constant use.

When the nature of the unknown can be realized by such experience, all problems arising in the study of geography are solved by experimentation. To this end a laboratory has been constructed where running water, rain, and waves may be controlled in action upon sand. The garden and the physical and chemical laboratories are also called into requisition in the solution of geographic problems.

NATURE-STUDY

The aim of nature-study is to keep the children in touch with the larger aspects of nature, through the school garden, the care of flowers, shrubs, and vines on the school grounds, and field trips to various interesting regions within the Chicago area. It is believed that this contact acquaintance with nature-phenomena and materials during the early period of childhood reacts strongly by deepening and enriching the whole emotional life, and that out of this experience gradually evolve the true intellectual interests of the child's more mature school life. The varied char-

PREPARING THE BEES FOR WINTER. THIRD GRADE



GYMNASTICS. THE BOYS

acter and content of our local landscape determine the range of our nature-experiences. The seasons and their accompanying changes direct the movement of the study. This great picture of the landscape and its seasonal changes when presented through its panoramic aspects becomes a subject with those dramatic elements which are so strong in their hold upon the imagination of the children. Much attention is given to drawing and painting, which offer, perhaps, the best means of recording these changes and of stimulating interest in nature. The detailed problems relating to minerals, soils, plants, and animal life, growing out of this field experience, are worked out in classroom and laboratory.

In addition to these direct experiences, nature-study finds a practical application in many of the other studies of the school. It opens up endless resources of materials worked over in designs used in the various crafts. Those aspects of nature-study which fall under the head of "applied science" are of especial interest. In cooking, in the dyeing of textiles, in mechanics, and especially in the application of electricity, the interest is great and persistent.

With our progress toward a truer understanding of the biological and psychological laws of human development, we are seeing more clearly that education, that is, development, while depending upon subject, is still more dependent upon the interest and initiative of.the individual; and in the light of this knowledge it is beyond the need of demonstration that nature-study exists in the school as a necessary character-building force.

HOME-ECONOMICS

Home-economics includes the subjects of food, shelter, and clothing. In the University Elementary School a study of shelter and clothing is made in different years as part of the work in history and textiles, so that the chief topic of home-economics, except in the last year, is food—its preparation, serving, composition, nutritive value, and purity—with the science problems that are involved in its study, and the related work in number, reading, writing, geography, and history.

The work is so planned that during the course the children become familiar with all the ordinary processes of cookery and with the different food principles. They gain skill in the combination of food materials and some knowledge of the composition and nutritive value of food. That this knowledge and skill are carried over into the home and practically applied is shown by experience. The lunches served from time to time are planned to develop in the children both the spirit of hospitality and grace in extending it.

In the earlier years cooking is considered chiefly a social activity, and finds its justification in its contribution to the social life of the school and in its relation to the home. It is so closely connected with the everyday life of the children that it makes a strong appeal to their interests. Largely because of this interest the number, reading, and writing constantly demanded by the work are handled more easily by the children than where there is a less definite motive for it.

In the upper grades the scientific aspect of the work is uppermost. Problems in physics, in chemistry, and in botany are constantly suggested by the processes that are carried on, and are discussed in their simpler aspects or solved by such experiments as are within the grasp of the children. Many experiments are necessary in working out the proportions or methods to be used in the preparation of different foods, and these, though not always dealing with the subject-matter of the sciences, involve the scientific method and develop a scientific attitude. In some years the work in other sciences is reinforced, since it is approached from a different point of view. In others some phase of history or of geography is illustrated and emphasized by the cooking. In the last year both the study of the house and the work with food adulterations, while essentially applied science, belong also to civics, since their direct aim is the development of a sense of social responsibility.

MATHEMATICS

The distinguishing trait of children of the kindergarten and first grade is a hunger for sensations—an all-consuming *curiosity.*

They reach out in every direction and through every avenue of sense for materials to gratify this curiosity. Their spontaneous impulses are to see, to play, to talk, to act, and to "try out" every way of acquiring sensations about things. There is but little reflection as yet and almost no disposition to weigh and pass judgment on the relative values of these external stimuli. Among the objects of their interest are the "whats" of concrete mathematics.

This is the period of *sense-perception* mathematics. *Experiential* arithmetic, i. e., actual measuring and counting of things, and *attuitional* or *purely observational* geometry, with little or no reference to the ulterior purposes of the work, are valuable and pleasurable here. The work is made incidental and contributory to the games, constructive exercises, and rhythmic activities of the children. Only such notation is given as is needed to facilitate recording the children's own findings. The aim is to secure many germinal ideas of arithmetical number and its combinations, and many image cores for later enrichment into geometrical concepts.

Second- and third-grade children manifest a marked desire for *efficiency*. They are no longer merely curious. They now desire to do well what they attempt. They are critical not only of their own degree of skill in doing, but also of the worth of results. Work that does not demand so high a standard of excellence as they feel capable of attaining cannot long hold their interest or attention. The pupil here craves only such knowledge as will enable him to do better what *he* deems worth doing. He is willing to submit to drill, if he feels that it will heighten his skill in ways that are worthy. He is self-centered, measuring all things, both efforts and results, by their value to himself. Social problems and interests appeal to him as yet but feebly.

Mathematical work must now make stronger and more systematic demands upon the attention and effort of the pupil. Knowledge is now of value to him because, and in so far as, he can use it. The useful is to him whatever will make him able to understand better and to deal more intelligently with problems having to do with food, clothing, and shelter. Problems of the grocer, the butcher, the baker, the merchant, etc., as they impinge upon home activities and interests, seem real and valuable to him. Such problems as those arising out of the school industries are used here to impress the pupils with the need for the tabular machinery of arithmetic—to lead him to see that he must learn the tables if he will become skilful in his work. The tables are built geometrically and the work of learning them is well advanced by the end of the third grade.

The chief working capital of children of the fourth and fifth grades is *industry*. Self-centered estimates are still dominant, but matters of social concern are awakening. Drill has become to them a need and a pleasure, and all they need is the opportunity and direction. They are now much more influenced by others' estimates of what is worth learning than they were formerly. The opinions of their parents, teachers, and school-fellows are now of worth to them. They reflect much more than heretofore on the consequences of learning and skilful doing. They are not averse to some generalizing. Many important truths can now be reached by them by the aid of inductive procedure.

Problems dealing not only with matters which touch community life in a large way, but also growing out of industrial history and commercial geography, which gather about the study of the growth and condition of the nation, constitute the main source of the mathematical subject-matter for these grades. The multiplication table, much factoring, and short division are done in the fourth grade; while long division, the fundamental processes applied to fractional number, and a beginning in the formal study of decimals, together with many mensuration truths, are given in the fifth grade.

Fractions are used, informally, as occasion calls for them from the first grade, but their formal mastery is undertaken in the fifth grade. Throughout the grades such use is made of letters for numbers as will aid in arithmetical generalizations, and such use of geometry is made as will illuminate the arithmetic. A very considerable body of geometrical truth is worked out in the fifth grade in the teaching of fractions and in mensuration. Scale drawing is also taught.

The chief agency that is available for teaching children of the sixth and seventh grades is their interest in *achievement.* Most of all, they desire to accomplish results that they can see. To maintain permanence of interest in educational work they must be allowed to carry through their undertakings. They cannot here long endure disappointment and failure in their efforts. Success is the sunlight needed to bring out their educable qualities. The executive faculties of the soul now possess them. They care only for such knowledge as is power for them. Their power of concentration has grown to a stage in which they desire to remain with a subject or topic until they have made an appreciable point—until they have accomplished something definite. The topical mode of study is now the only successful one with them. The so-called spiral method is now antiquated. Experimental methods are effective with them only when the experiment leads to a successful issue—to a positive outcome. Their problems in experimentation must eventuate in affirmative answers, rather than in negatives.

The mathematical work now consists mainly in applying the knowledge gained to such questions in valuation as are called for in the more technical business activities of American communities. The topics called for in mathematics are percentage and interest, and their applications in discount, profit and loss, commission, taxes, insurance, and the experimental and metrical geometry of the builders' trade. These topics, of course, demand a knowledge of decimal fractions, and this subject, together with compound numbers, is given a formal treatment in the sixth grade. Factoring is kept up through both grades, and a special feature of the work is "short cuts" for economy and methods of checking, not for accuracy, as is generally urged, but for *independence* and *self-reliance.* Percentage is applied to problems in nature-study, geography, mensuration and not to money problems, exclusively. Topical studies from commercial geography and industrial history are made a feature of the work of these grades, and graphs are extensively used. Scale drawing is continued.

Eighth-grade pupils manifest with marked emphasis *self-consciousness, diligence,* and a disposition to have regard for *social* *standards.* What grown-up people talk about and occupy themselves with appeals to them now as never before. They are looking forward and outward upon life with a feeling of personal interest in what is ahead as well as in what now is. They realize that some preparation for future duty and responsibility is worth their while. They desire to know how to bring their knowledge to bear upon the real questions of life. They are ready and able to work under motives more remote than appealed to them formerly. They are looking forward to employment or to the high school with a genuine interest and concern. The drill period is now well past and reason is strongly operative. They are ready for work of both an inductive and a deductive nature. In short, they are beginning to feel themselves to be little men and women. They are anxious to gather together and to get under control for use the knowledge and skill they have been acquiring.

In mathematics, the eighth grade reviews common and decimal fractions with especial reference to the discovery of mathematical truths, and carries forward the applications of percentage and interest to more difficult questions. Some graphing of the laws of percentage and interest is given. Mensuration and metrical geometry are extended, through the use of algebraic number to denote dimensions, or parts, of geometrical figures. Some attention is given to the graphing of statistical data, and square and cube root are new topics in this grade. Much indirect measurement, or geometrical surveying, and considerable work on similar triangles, are given. This work is always closely correlated with the regular work of the grade. When time admits, a "bowing acquaintance," at least, is made with common logarithms and their use.

Through the study of type-problems, through much summarizing and generalizing, the eighth-grade work gives both an easy working control of what has been learned and a firm, rational basis for the work of the high school. The concept of signed number is worked into the pupil's possession, by informal uses, beginning as early as the sixth grade, and gradually passing in the eighth grade into the formal uses in algebra. No systematic technique for either algebra or geometry is undertaken in the eighth grade. What is attempted here is a rational, conceptual basis in arithmetical number for high-school mathematics.

LANGUAGES

English.—The work of the school in English includes training in expression through language, and cultivation of an appreciation of literature. Since language implies thought to be expressed, it is impossible to consider it without taking into account all the other interests of the children. Language in the school is therefore used as an aid to accurate thought in all the subjects of study and as a means of organizing knowledge. Here, as in the arts and occupations, there is an opportunity for a co-ordinate development of thought and expression.

The earlier work is chiefly oral, and, as the children gain in ability to write, the amount of written work increases. Whereever there is a genuine need for writing, that is, a necessity for conveying thought to others, the children put forth their best efforts, and in such work they gain rapidly in skill. Writing done merely as an exercise fails to secure good results, either in spirit or in form.

The value of literature in presenting ideals of life and appealing to the emotional and spiritual nature cannot fail of recognition in any school. It is true that ideals of conduct have in themselves no saving grace, and the school which would cultivate right habits in its pupils must give them not only ideals but also opportunities to act in accordance with those ideals. However, ideals stimulate to right action and, given proper expression, refine and elevate the character.

In the kindergarten, the literature is rhymes, jingles, verse, and story, carefully selected. Much freedom is allowed in dramatic expression, and special attention is given to accuracy in spoken language.

In the first and second grades, the study of verse and story continues, with drills in phonics and the rudiments of reading and writing.

Beginning with the third grade, longer stories give opportunity for greater continuity of thought. Around one of the great hero tales or cycle stories—for instance, that of Ulysses or Siegfried—the literature of each grade groups itself. The study of stories and poems continues. It is thought that these years are those best adapted to the gaining of skill, and in the middle grades the children give much attention to the technic of oral reading and written expression.

In both the seventh and eighth grades formal grammar is studied, and in the eighth alone the study of the literary drama is begun.

The pupils of the school are publishing monthly a magazine, *The School Reporter*. They themselves do all the work and meet the financial obligations. The special value to the school of this interest lies in its effect upon the work in English.

Speech, oral reading, and dramatic art.—It is the aim of this work, first, to bring about freedom and expressiveness of voice and body; clearness, distinctness, and beauty of speech—good spoken English—by training the ear to hear, and the speech organs to form, well-shaped vowels and distinct, clear-cut consonants; second, to train the children to read intelligently and with a purpose; and to read aloud simply and naturally, with a clear perception of meaning, emotional content, and form. This will be done through the interpretation of literature, by means of extemporaneous speaking, and by the writing and acting of original dramas. Whenever possible, the literature being studied in English, French, and German is utilized for these purposes. The aim throughout is so to organize both the study and expression that the children shall acquire, not only independence in the use of reference books and literature, and freedom and spontaneity in expression, but also ability to think and do—that persistence and continuity of thinking which enables them to handle new material—new literature—with intelligence, purpose, and increased power.

With the majority of children real, living interest in reading seems to develop rapidly about the fourth year of school life. If up to this time the background has been well filled in by the constant functioning of words when the child felt the greatest pressure for their use, he has a key to the situation. Technical difficulties are mastered under the new impulse with marvelous ease and skill. By the time he reaches the ninth school year he not only can read for his own pleasure and entertainment, but also has developed gradually a definite motive for reading, and is able to use books intelligently in the study of subject-matter.

The organized social life of the school, the daily morning meetings, the special-day exercises, and the festivals of the year give motive and opportunity for practice in oral and dramatic expression.

With the purpose of laying the foundation of an abiding love for what is noble and beautiful in our literature, the teacher interprets a limited number of suitable selections to the children which they can understand and enjoy, but cannot read for themselves.

It is the aim to note every speech-defect, to watch the child, and, at the proper time, to give him the necessary help toward overcoming his defect.

French.—The acquisition of the French language in the Elementary School is not sought as an end in itself. The language of a people embodies their spirit. To learn French is to know the spirit of its speakers, and to be eager to know all that concerns and expresses them, their manners, their customs, their literature.

The study of French is begun in the sixth school year. The folk-lore of France, beginning with the simplest occupations of family life, forms the basis for the study of language. The singing of rounds and songs, the playing of historic games, and simple dramatic representations are activities suited to childhood. *"Play is the poetry of childhood."* In the play the little American and the little Frenchman feel alike and thus are united. *"L'enfant qui joue m'est sacré; je vois en lui l'homme travaillant à se rendre digne de sa destinée."*

In play the child feels the need of a large vocabulary with which to express ideas that are real to him. Furthermore, the constant repetition made necessary in the playing and singing of the rounds and songs is the best training for the ear to hear the foreign language, and a most natural and excellent drill in pronunciation.

The following are a few of the games and rounds characteristic of the French people: "Le cache-objet," "Le cri des animaux," "Le pont Lévis," "Le jeu de fruits," "Le gastronome," "Il était une bergère"—shepherd life; "Sur le pont d'Avignon"—buildings, customs; "Avoine, Avoine, Avoine"—sowing and reaping; "La tour prend garde," "Malbrough s'en-va-t-en guerre"—war; "Au clair de la lune," "Quand Biron voulut danser"—dress; "Qu'est-ce-que passe ici si tard?"—chivalry; etc.

Following and almost in connection with these games and rounds, stories and plays are taken up. Dramatic methods are used for several reasons. The strength of dramatic appeal is great because of its wide range—the stimulus coming through the eye, the ear, and the muscles. The close attention which comes from the pupil's interest and absorption in dramatic work is the strongest foe of self-consciousness. In no other way can such vivid impressions, both historical and linguistic, be produced. And finally, through dramatic dialogue idiomatic phrases can be most readily and naturally learned. The following are a few of the plays that have already been represented in the school: *Noël, Les Vendanges, St. François d'Assisi, Charlemagne, Guillaume, le Conquérant, La Salle, Versailles, Louis XVI, Lafayette en Amérique,* etc.

Throughout the writing, memorizing, and acting of the play careful attention is given to the memorizing of grammatical forms, but the effort is made to make this part of the work incidental, and to lay emphasis on *substance.* A breath of life enters the dry bones of grammatical construction when the lessons are the outcome of a real need. The plays are based upon French festivals, events in French history, and things characteristic of the French people. The rich, picturesque kind of history involves the study of manners, customs, appropriate settings, and national music. The child, having lived for a time in a community other than his own, should have that sympathetic interest which makes the narrowness of provincialism impossible, and which broadens, enabling him to comprehend more fully his fellowmen.

German.—It is the aim in teaching German in the grades, to give the children as large a vocabulary as possible, to enable them to use this vocabulary, to give them a good pronunciation and a fair understanding of the spoken language, and above all to make the German language a living thing to them. That is, this new subject must enter into their lives; they must realize that there are children who feel and talk and play as they, although they speak German. This aim may be reached in different ways.

In the earlier years the German must stand for everyday occurrences and actions, or for ideas in which children are especially interested and which they fully understand. It is perfectly safe, however, to go back, as far as thought is concerned, two or three years. For instance, sixth-year children are delighted to learn rhymes, etc., the thought of which really belongs to the kindergarten age. Another means of making the language real is the correlating of the German with other subjects. This is being done whenever deemed profitable. A third way is the use of plays. A play surrounds the children with the natural condition of the language, and is therefore the best substitute for a sojourn in a foreign country. Moreover, the frequent repetition of phrases, which is the best possible training for the ear, loses in a play all of its monotony because of the intense dramatic interest. It is hardly necessary to mention that subjects of plays given to children for the purpose of learning a language should be taken from the realm of children's ideas. That is, the children must represent what foreign children of their age in a foreign land would do. They must not use language expressing ideas which are foreign to them, for then again the language becomes unreal.

ART

Introduction.—The modern educator regards aesthetic development as neither more nor less than a part of the social problem of the age. A peculiarly decadent period has resulted from the rapid transition to the factory system. Among both the rich and the poor is apparent the need for standards which demand character, honesty, and simplicity in the materials of home and civic life. This universal lack denotes ignorance, an ignorance which reformers have attributed to the fact that the new order of things has deprived society of valuable educative agents. The home and village industries of the past made universal the consciousness of the meaning of construction and the qualities and limitations of material. Elaboration represented real rather than fictitious labor—the labor of love joyfully given to dignify and enhance the value of a worthy object. The carpenter, the weaver, and the smith were artists in their way, and the artist was all of these. In this great period the fine arts have marked the climax of a growth which drew its nourishment from the soil of the common industrial life.

There is but one way in which these fundamental truths can be handed on to the men and women of today. The school must supply social deficiencies. It must afford experience similar to that in which the human family has by slow steps come into possession of its technical and aesthetic standards. Pottery, textiles, metal-working, and woodworking are crafts which have most universally contributed to this development.

Art-training which attempts only the pictorial interpretation of human interests does not adequately meet its responsibilities. Art education should include the making-over of raw material into technically well-constructed and beautiful products. It must put meaning into the term "decorative construction," as well as "decorated."

The Art Course in the Elementary School is organized with this end in view. The crafts form the basis of design. The use in this capacity of clay, textile fabric, metal, or wood is governed by the character of the aesthetic contribution of each, as well as by the ability and interests of the children.

In order to gain the degree of control necessary to the realization of experience such as indicated, these crafts must be developed in an orderly way and continued through a number of years. It follows that they would parallel each other in many ways. There are certain stages in the evolution of every craft when it does for the individual what the others cannot do as well. These special contributions seem to be about as follows:

Clay through a plastic medium encourages creative effort and gives opportunity for the instinctive play with material which leads to the beginning of decoration. Textiles develop a consciousness of proportion, of color intensities and color values, and establish a rational basis for such formality as the naturalistic assumes when in terms of a concrete material it is adapted to a decorative purpose.

Metal, offering greater resistance, stimulates an interest in technical skill. It enlarges the ideal of good workmanship.

Wood shares with metal, pottery, and even with textiles, in certain content values, but it seems to make its greatest and most distinctive aesthetic contribution rather late in the elementary course. This contribution is the consciousness of the scientific principles of mechanics. It is the last of the sequence of experiences by which the child passes from the free play of barbarism to a form of expression which is architectonic. This sequence forms a background against which the man of today is able to interpret the machine.

A detailed statement of the art course is included in the group outlines. It is only necessary in concluding these remarks to summarize the technical sequence in design.

By technic is meant the control of material and the ever-increasing consciousness of the elements which enter into a structural and visual art. From the standpoint of mental development and art development it seems to proceed about as follows: (1) Rhythmic expression through free play and experimentation (in clay); (2) the naturalistic unit as a symbol of associated ideas. Through the limitations of weaving the interest is transferred to the unit as a decorative element; (3) color, dark and light, as in textiles or pottery; (4) proportion, form, shape relations, as in pottery, metal, wood, textiles, or bookbinding; (5) mechanical principles of construction. The harmonious co-ordination of technic and aesthetic qualities the ideal of industrial art.

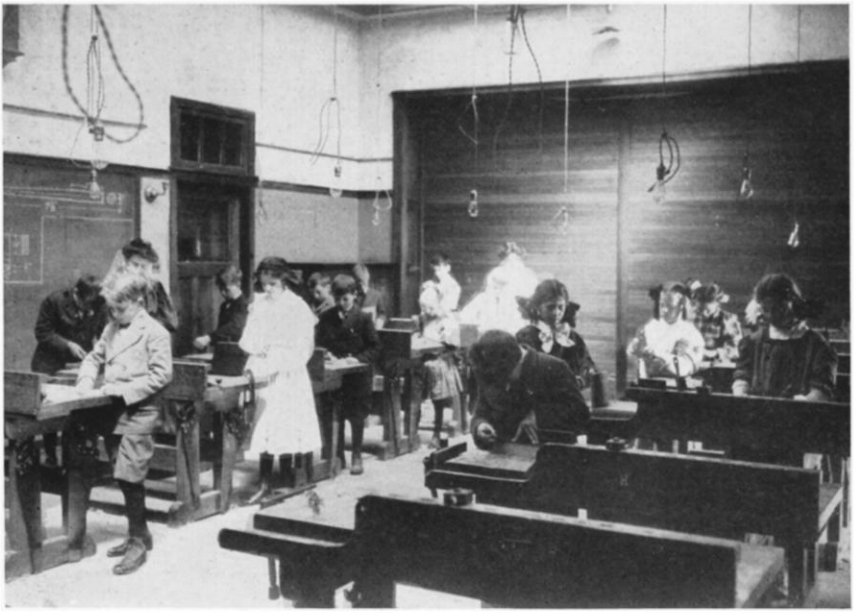
Drawing and painting.—For the work in drawing and painting in the Elementary School, water-color paints, charcoal, and pencil are used.

In the selection of subjects there is a close connection with the interests arising in the school, as is indicated in the outlines for each year. In this is offered the opportunity to enrich by expression in form and color the impressions of a particular subject in the curriculum, and this expression involves special technical and general aesthetic improvement.

Close analytic study of models, which can be carried on with older students, is not generally possible with those in the elementary groups, but there is developed an appreciation of the aesthetic attitude of mind toward the subject to be represented.

In dealing pictorially with the subjects suggested in the outlines, the emphasis is placed on the technical and aesthetic phases which are within the grasp of the pupil at the time. Through this emphasis there is possible a growth in the power of visualization and muscular control in recording these observations. Aesthetic motives become dominant factors in the selection and arrangement of the subject in the pictorial panel. With the younger children, frequent change in the subject to be expressed pictorially is desirable, and interest in the subject may well dominate. Children in the older groups, however, are not only able to retain a prolonged interest in a given subject for such art expression, but also prefer such an opportunity. Accompanying this is an interest in the technique itself and a growth in aesthetic feeling which leads to realization of the conventions of pictorial art, and of its existence as a thing apart from the subject which inspired it.

Clay-modeling.—As a medium for art expression, clay seems almost ideal for the children of the lower grades. It is easily manipulated and renders possible a great deal of free expression without involving the troublesome problem of perspective. It is therefore used most extensively in the first four grades, serving as a medium in which are recorded observations made in the field and impressions of incidents in history and literature which especially appeal to the imagination.



A GROUP IN WOODWORKING

A GROUP IN CLAY-MODELING

The pottery which is made in the lower grades is the simplest unglazed ware and is decorated, if at all, with nothing more complicated than a rhythmic arrangement of some unit of ornament.

The making of vases, flower-pots, and other articles needed in the school, since it has a social value, serves to put the children in touch, in a very vital way, with the history of the evolution of the industrial arts as well as to furnish an opportunity for the development of the aesthetic sense.

In the upper grades the making of pottery becomes a serious study of applied design, involving the problems of shaping an object which shall serve the purpose for which it is made, of planning an ornament which shall be suitable for this shape, and of arranging a harmonious color-scheme for the object as a whole.

For the study of the figure in the upper grades a living model is used, and an effort is made to help the children in solving the technical problems which arise in the more elaborate compositions without depriving them of the freedom which they have had in the lower grades as to the choice of subject, etc.

Textiles.—The subject of Textiles in the Elementary School covers the study of clothing and household fabrics, and deals with them from the standpoints of economics, hygiene, history, geography, and design.

The object of the study is to give children experience in the textile arts of spinning, dyeing, weaving, basketry, and sewing, and to so relate that experience to lessons in history, geography, biography, and design as to give the subject its fullest educational value.

All work done is social in its character, that is, it is to fill genuine social need which is recognized and felt by the worker; it also is planned in such a way as to call for the exercise of the children's individual taste and initiative.

Regarding clothing and home-making as subjects of fundamental race importance, it is hoped through the years of continuously related training to give to the children skill and taste in the crafts; logical sense of textile arts as race activities; an appreciation of the work done in them, and an intelligent understanding of the workers who have wrought results in these arts.

In the kindergarten and the first and second grades, the textile work is connected with the making of playhouses, and consists in the study of colors, proportions, and qualities of rugs, curtains, and portières for the different rooms. It calls for weaving, dyeing, study of fabrics; classification of four different fibers and fabrics made from each, and discussion of the clothing of different plants and animals as well as of peoples of different climates.

In these grades also there are braiding and weaving of baskets, mats, bags, and small hammocks of primitive materials collected by the children themselves; discovery of primitive processes in spinning and weaving, as well as invention of primitive spindles and looms.

In the third grade there are the designing and making of a bag or other useful article in cross-stitch.

One-quarter of the fourth year is spent in sewing, in which are taught a little of cutting from a pattern; use of scissors and thimble; holding of needle and thread; care of materials; selvedge; basting; running; hemming; joining of tapes.

The articles made are simple and for immediate use—towels, aprons, or bags.

During three-quarters of the fifth year two periods a week are spent in working out more advanced methods of spinning and weaving; dyeing of materials; weaving of small articles on hand frames, and rag rugs on large looms; study of fibers; biographies of textile inventors.

In the sixth year two hours a week of one quarter are spent in designing, making, and using stencils as textile decoration, and in stories of the weavers' guilds of the Middle Ages.

In the seventh year the girls spend two hours a week of one quarter in household sewing, care of linen, making of muslin underwear, and drafting of three patterns. The boys design, make, and use the block print as a type of textile decoration.

The boys and girls together in the eighth grade spend two hours a week for one quarter in studying the fabrics in common use; in designing simple and everyday costumes; in industrial excursions, and in learning as much as possible of manufacturing and trade conditions; in the history of the development of textile industries in the United States.

Metal-working.—Metal offers a material by means of which the child may make objects that are both useful and artistic. Working with it develops a control unlike that found in the other handicrafts. This material has a very intimate place in daily life, and the use of it suggests questions in science and history which, if answered, show the development of the metal industry from the first crude operations of prehistoric peoples to the more complex processes of today.

The work in this school is now in its beginning, as it has been carried on the last two years only in the sixth and eighth school years. There will therefore be great similarity in the processes throughout the school for next year.

Metal-work has many possibilities, among them the following: (1) it is a simple article for social use, on which decoration may be etched, pierced, chased, or engraved; (2) it may be used as decoration on woodwork or in connection with pottery; (3) it is the material best adapted for jewelry, as brooches, belt buckles, hatpins, etc., including all the processes necessary to the jeweler's craft.

Woodworking.—All the children in the Elementary School go to the manual-training room for their woodwork. Each child, from the first to the eighth grade inclusive, averages two hours a week for a period of at least three months.

The work does not follow any of the well-known systems of manual training, but depends, rather, upon the plan of the grade. For instance, the work of the first grade centers about domestic life. Playhouses are made in the manual-training room. Each child furnishes his own playhouse, or helps in furnishing a group playhouse. The work in textiles lends itself to the making of rugs for the floors, and the lessons in drawing and painting are devoted to the designing of wall-paper. Thus the different departments of the handicrafts co-operate not only with the grade teacher, but also with one another, and in so doing discover the kinship of their special subjects and develop the correlated plan.

It is through correlation as a medium that the handicrafts, instead of being presented formally as so many isolated subjects, really become to the child methods of easy and natural self-expression.

Another use of woodworking is the making of Christmas presents. The children are alert for this chance and each autumn in all the grades the pupils select, design, and make with great care and great secrecy the presents to be given on Christmas.

Other uses of woodworking are the making of things for the grade room, the school, the school grounds, or for the children themselves. This work represents group or co-operative planning, and individual work.

If, however, the plans of the year do not especially call for illustration, and if the immediate needs of the school have been supplied, the children follow, under guidance, their own wishes in the choice of things to make.

In these years there are (*a*) freehand drawing for proportion and design; (*b*) reduction of these drawings to working drawings; (*c*) blueprints of these mechanical drawings—gradually introduced according to the skill of the pupils.

All, in proportion to their development, study (*a*) the history of the growing tree; (*b*) the process of lumbering; (*c*) something of lumber physics, and (*d*) myths of trees.

Throughout the work there is growing emphasis on technique, with instruction concerning the care of wood, finishing, the mixing of stains, and polishing.

Bookbinding.—The work in bookbinding is closely related to history and art. The pupils make suitable bindings for their written work and their drawings, and also furnish bindings for magazines, etc. The following outline gives a course planned for one year, for a group of ten children in the tenth year, and also the equipment needed:

First process: (1) Making a portfolio. (2) Case-binding: folding; sewing; putting in boards; covering; blind tooling.

Second process: Putting a book into a half-leather binding:

tearing apart and mending book; sewing; backing. Putting into boards: head bands; covering; tooling.

Third process: (1) Putting a book into full-leather binding: different kinds of sewing; backing; putting into boards; head bands; covering; tooling. (2) Library binding.

School equipment: 5 sewing-frames; 3 letter-presses; 1 cutting-press; 4 finishing presses; 1 photograph-cutter; 4 sets of backing-boards (can be made in manual-training shop); 4 lithographic stones, blocks of marble, or squares of cut glass; 4 knocking-down irons (flat-irons can be used); 1 glue-pot; type and pallets; simple tools for finishing. This equipment will cost about twenty-five dollars.

Individual equipment: Folder, cutting-knife; scissors; straight edge; square; leather knife; bodkin; hammer; 4 tins; 2 pressing-boards; paste brush; library paste. The total cost of this outfit is about three dollars and a half. A number of the things are already owned by the children, or can be borrowed from other departments.

Stock: Leather; cloth; paper; boards; sewing-cord, tape, and thread; silk for head bands; glue; paste.

Books: Aldrich, *Friar Jerome's Beautiful Book* (Houghton, Mifflin & Co); Brassington, *History of the Art of Bookbinding* (Stock); Bouchot, *The Book: Its Printers, Illustrators, and Binders* (Grevel); Crockrell, *Bookbinding and the Care of Books* (Appleton); Davenport, *English Embroidered Bookbinding* (Dodd, Mead & Co).

THE PHOTOGRAPHY GROUPS

The photography groups for the most part are mainly engaged in learning the technique of developing and printing, but make many interesting photographic records of field-trips, social affairs, and other events in the school life. Records of the changes in the garden and on the grounds from winter to summer are kept. Lantern slides made by the children are used to show these records to the whole school in morning exercises.

THE MUSEUM AND COLLECTIONS

The school grows through the study and criticism of its own work. To afford better opportunity for this, the pupils place in the museum, for the purpose of study, the various articles of handwork which they have completed in any quarter, and these remain there in the custody of the school during the next ensuing quarter. A photographic record of such work is kept for future reference.

The museum is also made the center of appropriate working collections, gathered on field-trips and otherwise, just as the library is the center of interest in books. The work in history, geography, and the arts is supplemented by exhibits which show something of the industrial and artistic development of the race.

It is not the chief aim to fill the museum with the unusual, the rare, or the curious, but rather to make it an illustrative adjunct to the common things that are studied. It contains a large number of mounted specimens, which illustrate the chief topics in nature-study, physiology, zoölogy, botany, geology, and mineralogy.

A museum field-trip is made each Saturday throughout a greater part of the year by someone connected with the museum and volunteer students. Probably no other school enterprise has more enthusiastic helpers among the students than this. During the fall many aquaria are filled with interesting aquatic plant and animal forms and kept in good condition throughout the winter in the museum, and in the various recitation rooms. Several forms are caught in the act of hibernating late in the fall and are brought in to be observed during the winter. The work of watching and preserving many life histories goes with the collecting.

In connection with the volunteer field-work, the children have prepared museum exhibits showing the life-histories of the ant lion (with its feeding habits), cabbage-butterfly, cecropia-moth (with its parasite), crane-fly, dragon-fly, wasp, snail, and salamander. These cases of museum material are used for illustrative purposes throughout the school. Two or three pairs of doves, a pair of rabbits, and a few other pets are kept and cared for in the vivarium corner, and in the classrooms. The children observe the full life cycles of a good many forms—mammalian, avian, batrachian, and on down to the protozoan.

Photo by Eldredge Hamlin

EXPLORING A SWAMP

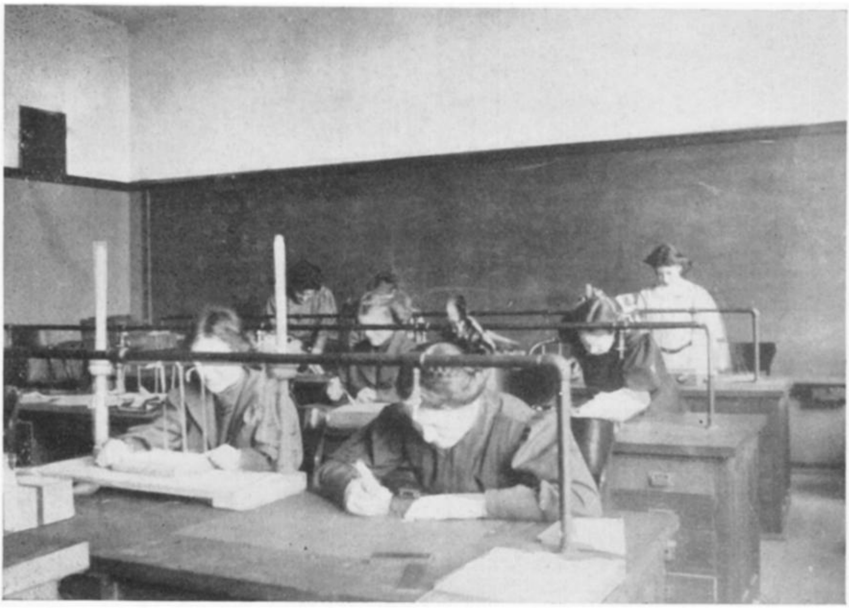


Photo by Robert Stilwell

A GROUP IN BOOK-BINDING

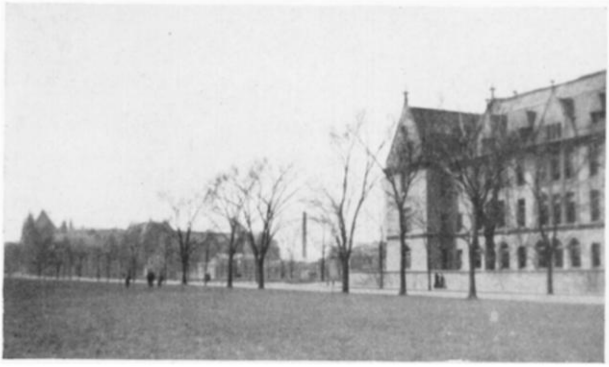


Photo by Katherine Sproehnle

A VIEW OF THE MIDWAY

THE WORK OF THE CAMERA GROUP

In the museum continuous records are kept of the weather conditions, such as temperature, barometric pressure, wind velocity and direction, rainfall, and sunshine. In connection with this the Weather Bureau's daily, monthly, and annual records and publication describing apparatus are posted or conveniently filed. In addition, an excellent clock of the world, hydrographs, apparatus for taking soil temperature, and a skiameter in the garden are available.

A large camera obscura is placed upon the central tower. This throws a six-foot picture of the surrounding landscape for a radius of several miles with all its moving objects upon a stage in a dark room underneath. It is used in the study of physics, nature-study, and art.

During the past year a number of groups representing the vast life-history of the bald-faced hornet, yellowjacket, life-history of moths, ant lions, salamander has been added to the collection.

MUSIC

The aim of the music work of the school is to awaken in the children a love for good music, and to enable them to get at the meaning of the printed page.

Exercises for ear-training, sight-reading, and part-singing are used through the grades, but are invariably subordinated to the musical ideal. Since but a small percentage of school graduates become musical performers, the drill in technique is never allowed to degenerate into drudgery that might stifle the growing interest in musical content. Even the so-called unmusical children leave the eighth grade prepared to be intelligent listeners.

Song-composition.—Each group in the first six grades is encouraged to write at least one complete, original song on a topic connected with school interests. These original songs are composite, each member of a class offering a phrase or line for the text, and afterward a musical phrase, until the song is finished. The children are usually desirous of having a copy of their song to show at home, so the work of notating it becomes of vital interest to them and is proportionately useful. This notation begins in the third grade. The original songs, with a piano accompaniment added by the teacher, appear from time to time in the *Elementary School Teacher.* The children make covers in which to preserve their written work, and have opportunity to note progress.

SONGS USED IN 1906-7

"The Goldenrod Is Yellow"	*Eleanor Smith*
"O'er Our Fields"	*Vial de Sabligny*
"Thanksgiving Hymn"	*Sir George Elvey*
"The Happy Little Eskimo"	*Eleanor Smith*
"The Indian"	*Jessie Gaynor*
"Ye Shepherds, Arise"	*C. Reinecke*
"The Christmas Tree"	*E. Grieg*
"Why Do Bells for Christmas Ring?"	*F. W. Root*
"A Christmas Carol" (canon)	*C. Reinecke*
"Fatherland Psalm"	*E. Grieg*
"Betty Ross"	*F. Atkinson*
"Flag Song"	*F. W. Root*
"Aurora Borealis"	*Rheinberger*
"To Thee, O Country"	*Julius Eichberg*
"Austrian National Hymn"	*Haydn*
"The Angel" (two-part)	*Rubinstein*
"Wanderer's Night-Song"	*Rubinstein*
"Mother-Goose Songs"	*J. W. Elliott*
"Santa Lucia" (two-part)	*Italian*
"Spring Greeting"	*Schumann*
"Greeting"	*Mendelssohn*
"Early Spring" (four-part)	*Mendelssohn*
"Come, Happy Spring"	*Giordani*
"Maypole Dance"	(Seventeenth-Century English)
"The May Breeze" (two-part)	*J. Kreipl*
"The Wanderer's Song"	*Schumann*
"Goodnight to Dobbin"	*E. Grieg*

PHYSICAL TRAINING

The physical training of the Elementary School seeks the achievement of four different values—a postural, a corrective, a recreative, and a training to quick and definite reactions.

Growth, development, and functional activities are considered in their physiological relations, and from this training for health mental and moral qualities result. As pride in personal appearance distinguishes cultivated people, it is the intention that other resultants shall be correct habits of bearing, carriage, and poise in address. Individual interest, and cheerfulness of mind and manner, as well as volition, are necessary if these results are to be obtained. The teacher can lead and direct, but is barred from going across the line beyond which only the individual holds sway.

Both system and method provide an opportunity for the more comprehensive motor activities denied in the ordinary school curriculum, and, as a result, backward children are often stimulated to mental activity.

The direct and indirect effects of all forms of school work are carefully noted, a normal development of the body is constantly kept in view, and class work is so judiciously arranged as to cover all common defects. For those children who upon observation, or as a result of the physical examination, cannot be considered members of classes for concerted work, individual corrective instruction is given. Among those fitted to take regular concerted work, those to whom corrective work would be advantageous, are given the option of joining such a class.

Physical exercises in the gymnasium are given each group twice a week and between recitations in the schoolroom whenever needed. Plays, games, and athletics under the direction of the department staff form a part of the regular daily program.

Regularity and system are required in this as in any other work, as it ranks in dignity and importance both in the curriculum and daily arrangements besides other work of the school. All children, with the exceptions previously stated, are required to take the class work, which is of such a character that it need not overtax the strength of a child who is in physical condition to attend daily school duties.

Parents are earnestly requested to take careful and watchful interest in the physical development of their children in and out of school.

MEDICAL INSPECTION

A plan of medical inspection is in operation which enables the school to ascertain and control the various forms of infection, to determine the amount of mental and physical training work to be done by each pupil, and to see that the best sanitary conditions possible in the buildings are provided.

The medical examination of each pupil is comprehensive, including a general survey of personal history, measurements of the body, conditions of eyes (errors of refraction as well as diseases of eyeball and lids being noted), ears, nose, and throat, and conditions of skin, glands, bones, joints, heart, lungs, abdominal organs, and general diseases and injuries.

The amount of physical training to be given each individual in class is based upon the findings in these examinations; all eye, ear, nose, and throat defects found are brought to the attention of the parents.

The building is regularly inspected to see that the light, heat, water, and ventilation are of the best. All seats and desks are readjusted at least twice a year.

Every child, after an absence of more than one day, is sent to the physician's office on his return to school, and is allowed to return to his room only after the examiner is satisfied that he is well. Any child taken ill in school is also sent to the physician, and, when necessary, is advised to go home for care and treatment.

The following rules in regard to the various infectious diseases are in use here:

Scarlet fever.—A child having had scarlet fever must not return for six weeks after all symptoms have disappeared. If other children in same house, attending school, are immediately removed, they may return in two weeks: if not removed, must remain away during entire case.

Measles.—May return at end of third week after disappearance of all symptoms.

Chicken-pox.—Must not return until crusts have disappeared, generally at end of third week.

Mumps.—May return at end of third week.

Whooping cough.—May return at end of sixth week, unless cough persists.

Diphtheria.—May return when a bacteriological examination shows no bacilli in throat; or in default of this examination, at end of third week after disappearance of all symptoms.

DANCING

Dances are shown to be one of the earliest and most natural expressions of man—to be, in reality, a form of language. Instruction in national dances is based upon actual experience of the teacher among peasants of Ireland, England, France, Germany, and other countries, and upon a psychological and historical study of their dances.

Children of the second, third, sixth, seventh, and eighth grades have lessons once a week and for three-quarters of an hour. Those of the fourth and fifth grades have instruction twice a week, each lesson an hour in length. This is because children of about ten years are peculiarly well adapted for this kind of exercise. They are ready for the more complex adjustments which the national dances require. These are taught as a whole—not by preliminary steps—and while they are being taught their history is explained.

TEXTBOOKS

THIRD GRADE

Literature: Robert Louis Stevenson, *Child's Garden of Verse* (Rand, McNally).

Arithmetic: Myers and Brooks, *Rational Elementary Arithmetic.*

History: Jennie Hall, *Viking Tales.*

FOURTH GRADE

History: Jennie Hall, *History of Chicago.*

Arithmetic: Myers and Brooks, *Rational Elementary Arithmetic.*

Geography: Carpenter, *North America.*

Literature: Hamilton Mabie, *Fairy Tales Every Child Should Know.*

FIFTH GRADE

History: Moore, *Pilgrims and Puritans.*

Geography: Longmans' *New School Atlas;* Carpenter, *North America.*

Literature: Irving, *Rip Van Winkle* (paper cover).

French: *Jeux, chansons, et rondes populaires de France.*

German: Foster, *Geschichten und Märchen.*

Dictionary: Webster's *Academic.*

SIXTH GRADE

History: McMaster, *School History of the United States.*

Arithmetic: Myers and Brooks, *Rational Grammar School Arithmetic.*

Geography: Tarr and McMurray, Book III, Longmans' *Atlas.*

Science: Walter, *Wild Birds in City Parks.*

French: *French Dramatic Reader.*

German: Guerber, *Märchen und Erzählungen,* Vol. I.

Dictionary: Webster's *Academic.*

SEVENTH GRADE

History: Sparks, *Expansion of the American People;* Roosevelt, episodes from *Winning of the West;* McMaster, *School History of the United States.*

Arithmetic: Myers and Brooks, *Rational Grammar School Arithmetic.*

Geography: Tarr and McMurray, *Complete Geography;* Tarr and McMurray, *North America;* Longmans' Atlas.

French: *French Dictionary; Dramatic French Reader.*

German: Guerber, *Märchen und Erzählungen,* Vol. I.

Dictionary: Webster's *Academic.*

EIGHTH GRADE

History: Harding, *The Story of the Middle Ages.*

Geography: Herbertson's *Descriptive Geographies; Asia, Europe, North America, South America;* Longmans' *Atlas.*

Literature: Shakespeare, *Julius Caesar.*

French: L. Bonneville, *Le petit Robinson de Paris-Foa; Brès Mon; Histoire de France.*

German: Seligmann, *Altes und Neues.*

Grammar: Scott & Buck.

Dictionary: Webster's *Academic.*